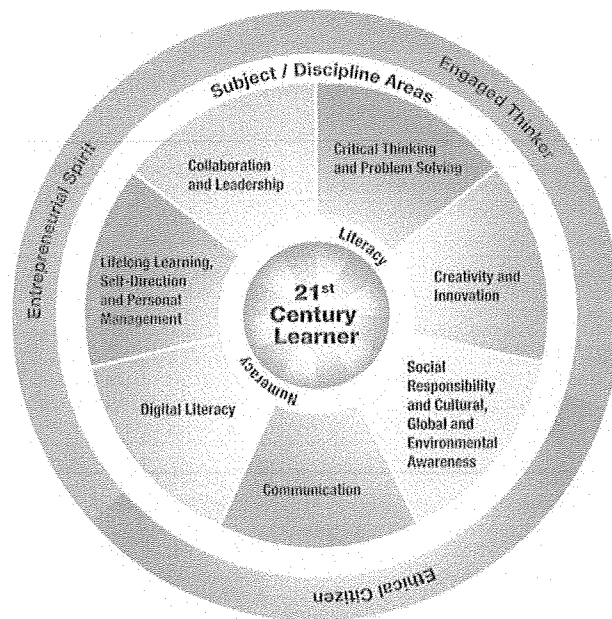


## Competencies of an Educated Albertan

Governments, business leaders, researchers and communities in Alberta, Canada, and around the world, investigating the requirements of 21<sup>st</sup> century learners, have identified the need for competencies to be more central in the education of young people if they are to be active participants in an increasingly knowledge-based and globalized society. Competencies enable students to understand their world, engage fully in their education, relate well to others, manage their lives wisely, and contribute positively to their communities.



Competencies transcend subject areas and are developed through learning approaches that include subject/discipline-specific learning outcomes. A competencies-based, student-focused curriculum requires the attainment of attitudes, skills and knowledge as well as values for living, learning and working. Students are engaged thinkers, demonstrate ethical citizenship, and develop their entrepreneurial spirit.

The following competencies, based on a review of recognized national and international frameworks for learning in the 21<sup>st</sup> century, will especially contribute to the transformation of Alberta's education system. In this system, literacy and numeracy remain competencies of primary importance to all learning. Learners with strong literacy and numeracy skills acquire, create, connect and communicate meaning in a wide variety of contexts. In addition to literacy and numeracy, the following competencies are interrelated and could be expanded upon in the future:

- Critical Thinking and Problem Solving
- Creativity and Innovation
- Social Responsibility and Cultural, Global and Environmental Awareness
- Communication
- Digital Literacy
- Lifelong Learning, Self-Direction and Personal Management
- Collaboration and Leadership.

### **Critical Thinking and Problem Solving**

Alberta students have the critical thinking skills to function effectively in a complex, fast-paced society. They can use higher-order thinking skills to critically analyze and synthesize information, available from an increasing number and variety of sources and perspectives. They consider the context and seek additional information and perspectives when analyzing information. They are able to reflect on their learning, recognizing strengths and weaknesses in their reasoning and in arguments presented by others.

Alberta students have the optimism and confidence to solve challenging, complex, novel and ill-defined problems, whether they relate to their learning, their work or their personal lives. They can identify and predict problems and solutions that are not readily apparent. These students are aware of and can use multiple approaches to solving a problem, including collaboration. They also understand that a problem can have several solutions and that some are more effective than others. They can gather and use a variety of resources to facilitate their success in arriving at a solution.

### **Creativity and Innovation**

Alberta students are creative, entrepreneurial and innovative. They take advantage of opportunities to be productive and have an appreciation for creative works. They are curious and open to new ideas. They demonstrate flexibility and adaptability in response to change. They demonstrate initiative, imagination, spontaneity and ingenuity when engaging in a variety of creative processes to develop original ideas. They recognize that they can take risks, learn from their mistakes and in doing so, develop resiliency. They persevere, demonstrate optimism, maintain a positive attitude, and see opportunities when faced with obstacles and challenges.

### **Social Responsibility and Cultural, Global and Environmental Awareness**

Alberta students are active and responsible citizens, attuned to social, cultural, global and environmental contexts. They contribute positively and actively to the quality and sustainability of their environment, communities and society as a whole. They respect social, cultural and environmental interconnectedness and appreciate diverse cultural perspectives within local and global communities. Their potential to contribute to their communities is enhanced and they value fairness, equity and peace, while acting responsibly, empathetically and ethically. In developing their identity, students see themselves as participants in a broader world.

### **Communication**

Alberta students understand and communicate effectively, expressing themselves clearly in a variety of ways to convey meaning. They demonstrate the ability to listen and interact respectfully with others, read for information and enjoyment, and speak and write clearly. They communicate within literary, mathematical, scientific, social and artistic contexts—formally and informally—using a variety of current and emerging technological tools. The ability to communicate effectively provides students with the foundation necessary for engagement in lifelong learning and the ability to interact with their local and global communities. This competency has a major impact on their academic, social and occupational success.

## **Digital Literacy**

Alberta students participate fully in a local and global society as confident and competent users of current and emerging information and communication technologies that are integral to living in the 21<sup>st</sup> century. They access, understand create and share information effectively and ethically, and engage in problem solving and the communication of ideas through a variety of media. Applying critical-thinking competencies and technical skills, they are able to analyze, evaluate and manage large volumes of information. They use technology confidently and carefully in innovative, effective and responsible ways.

## **Lifelong Learning, Self-Direction and Personal Management**

Alberta students develop competencies that help them to contribute actively and positively in their communities. Throughout life, students balance various roles and life-work priorities while understanding their personal strengths, history and identity. They participate in career exploration and planning as they adapt to change and seek opportunities for personal and professional growth throughout their lives. They act autonomously, make responsible choices and demonstrate personal financial literacy, taking ownership for emotional, intellectual, physical, spiritual and social well being.

## **Collaboration and Leadership**

Alberta students collaborate and demonstrate leadership by participating meaningfully and effectively in the life of the community. They build respectful and caring interpersonal relationships, manage conflict and differences, and build consensus. Students accept responsibility for their actions. They recognize and leverage their own, and others' strengths and potential, and work together to mutually influence, motivate and mentor each other in the pursuit of common goals.

["Share Your Ideas!" on the competencies of an educated Albertan by clicking here.](#)

## **Policy Directions**

In order to move forward from ideas to reality, we need to begin to articulate policy directions. Policy is about establishing a consistent course of action that will guide educational programming and decision making. The policy directions that follow are based on the vision, values and principles set out in the previous sections of *Inspiring Action*, and further articulate educational transformation. After policy directions have been established, new legislation and regulations will be developed as part of an enabling framework for achieving student-centred system-wide success. The following policy directions are based on meeting the needs of all students and outline the key areas of change that have been identified as essential to transformation. These directions are about providing the best possible learning opportunities for our students and reflect a change in the overall way students will experience education in our province.

As you read these policy directions, think about what they will mean for Alberta students, the broader societal context, and your role in facilitating policy – whether it be as a member of an educational organization, an engaged community member, a concerned parent, a teacher, or a student.